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ABSTRACT

This document presents a learning model for training teachers to effectively deal with physically handicapped and mildly retarded children in their regular classroom. The modules are organized in the following fashion: Phase One; Development of an awareness of the concept of mainstreaming, of labels and their consequences, and of the psychological effects of exceptionality. Phase Two; Development of ability to use specific formal and informal assessment instruments, to identify teaching/learning styles, to do task analysis, to write objectives, and to develop appropriate reporting procedures. Phase Thre;, Application of the above skills to the teaching situation. (JD)

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MODELING MAINSTREAMING: A TEACHER TRAINING PROPOSAL

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Background:

Mandated special education programming has raised the consciousness of most educators about exceptionality and has affected many directly through their participation in "mainstreaming" or provision of the least restrictive environment for certain handicapped children. Teacher educators are faced with the challenge of upgrading the skills of in-service teachers and building skills in pre-service students to meet this new dimension of teaching.

Wright State University, a 13,000 student university in Dayton, Ohio, with an undergraduate enrollment in the College of Education of 1,700 has met the challenge by designing a system which models a procedure that can be used in many school systems. Briefly, the special education faculty (the "experts") brainstormed and determined the basic skills needed by the graduating elementary and secondary student. Materials were selected that would accomplish these established objectives. However, two constraints had to be considered and overcome. First, the concept of an added course was discounted because of the lack of elective hours in most programs and the belief that the identified objectives had to develop over a longer period than the ten-week quarter. Secondly, the special education faculty was understaffed and was employing part-time personnel in its basic program. Extending the responsibility of the group to reach all College of Education undergraduates was impossible.

To overcome these constraints, several decisions were made, shared with the Director of Teacher Education, and approved by the Coordinators (Chairpersons) of the College faculty groups (departments):

(1) The identified objectives were grouped in three sections: (a) introduction to least restrictive environment (LRE), basic terminology, (b) introduction to the prescriptive teaching cycle, and (c) application of the prescriptive teaching cycle to an actual child in a classroom setting.

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(2) The logical placement of these three sections was in (a) educational psychology, sophomore year, (b) basic methods courses, junior/senior years, and (c) student teaching, junior/senior years.

(3) Since "stretching" the special education faculty was impractical, in-servicing the general education faculty to develop their skills in the designated objectives was chosen as the appropriate delivery system. The parallel between this approach and the use of in-hours special educators or supervisory personnel to train building staffs is obvious.

(4) A three year phase-in cycle was established so that the first group of students to reach phase three would be those student teaching in Spring, 1978, or the 1978-79 academic year. (An exception to his was in the TEPY program described below.)

Inservicing the faculty has been accomplished in similar phases. One person (the junior author) was given the equivalency of one three hour course per quarter to accomplish the following goals:

1. Familiarize herself thoroughly with the basic materials chosen for the project.

2. Establish herself as an available, in-house consultant. This has been done by setting-up in-service times, meeting with faculty groups, and by placing intermittent reminders in the College newsletter.

3. Develop the module(s) and organize the materials in a readily accessible fashion.

4. Pilot the chosen materials in the TEPY (Teacher Education Professional Year) program. This "block" experimental elementary program is staffed by six persons (specialists in language arts, science, social studies, mathematics, child development, and evaluation). She joined this group and provided specific input to students during Fall and Winter Quarters and visited each student at least once during Spring Quarter student teaching to consult about children who had been encountered in the field placement.

5. Create an ongoing awareness on the part of faculty and students alike about the necessity of this task.

The Modules:

The modules were organized in the following fashion:

Phase I. Development of an awareness of the concept of mainstreaming, of labels and their consequences, and of the psychological effects of exceptionality. (See Table 1)

Phase II. Development of ability to use specific formal and informal assessment instruments, to identify teaching/learning styles, do task analysis, write objectives, to develop appropriate reporting procedures. (See Table 2)

Phase III. Application of the above skills to be mainstreamed student in the student teaching situation. (See Table 3)

Most of the materials used were selected and/or adapted from the Texas Teacher Training Program[1].

Progress Report:

As of June, 1977, after one full year of implementation the following progress has been made:

1. Three of four educational psychology instructors are teaching the designated objectives.

2. Thirteen of twenty faculty members who teach methods courses have attended a voluntary in-service. Several others have met individually with one of the authors; several others were incorporating the objectives in their courses prior to the project and have continued this practice.

3. The authors met with general education faculties in Spring, 1977, to remind them of their commitment to implementation in 1978 and to reaffirm the availability of assistance.

4. Thirty-five TEPY students have completed student teaching and have applied the prescriptive approach to at least one student.

No system is perfect. Realistically, we do not expect total cooperation from either faculty or students. We do believe that we have developed a system which addresses a real educational issue in a realistic manner. We hope that it will serve as a model for other universities and school systems who can develop their objectives and delivery system in a manner appropriate for their constraints and needs.

Bibliography

[1]Education Service Center Region 13. Texas Teacher Training Program, Mainstreaming Mildly Handicapped Students in the Regular Classroom, Austin, Texas, 1975.

Table I

Objectives for Rationale for Mainstreaming Module (I)

COURSES FOR IMPLEMENTATION	OBJECTIVES	TIME REQUIRED			GROUP SIZE			LEARNING GOALS		
		Instructor	Additional Student	Total Student	Large	Small	Individual	Skills	Knowledge	Attitudes
Ed. Psych.	A. Define the concept of mainstreaming and formulate a rationale for incorporating this concept in public schools.	½	1	1½	x		x		x	
Ed. Psych.	B. Compare traditional special education models with delivery of special education services in the mainstream.	2	1	3	x		x		x	
Ed. Psych.	C. Develop an awareness of how differences may affect the educational development of children.	2	½	2½	x	x	x		x	x
Ed. Psych.	D. Compare the use of assessment data with that of classification labels in designing educational programs.	1½	1½	3	x	x	x		x	x
	TOTAL HOURS MODULE I	6	4	10						

Table 2

Diagnostic-Prescriptive Teaching Module (II)

COURSES FOR IMPLEMENTATION		OBJECTIVES	TIME REQUIRED: Instructor	TIME REQUIRED: Additional Student	TIME REQUIRED: Total Student	GROUP SIZE: Large	GROUP SIZE: Small	GROUP SIZE: Individual	LEARNING GOALS: Skills	LEARNING GOALS: Knowledge	LEARNING GOALS: Attitudes
		A. Develop an active awareness of the need for assessment date to formulate educational programs for children.	3	3	6	x	x	x	x	x	x
Evaluation	STUDENTS	1. Identify instruments and methods used to assess student strengths and weaknesses.									
Elem/Sec Reading	STUDENTS	2. Demonstrate a process for determining a student's independent reading level.									
Elem/Sec Reading	CURR. & MATERIALS	3. Identify four common types of curriculum problems.									
Elem/Sec Reading	CURR. & MATERIALS	4. Demonstrate a process for determining the readability level of instructional materials.									
Evaluation	TEACHING AND LEARNING STYLES	5. Define learning styles and teaching styles.									
Evaluation	TEACHING AND LEARNING STYLES	6. Identify a variety of assessment techniques for determining student learning style.									
Evaluation	TEACHING AND LEARNING STYLES	7. Develop a styles profile on a student (case study) and yourself as a teacher.									
Teaching Skills		B. Write instructional objectives based on assessment data.	2	3	5	x	x	x	x	x	
Teaching Skills		1. Perform a task analysis of given concepts or skills.									
Teaching Skills		2. Demonstrate the ability to write and/or classify instructional objectives in reading, social skills, and relevant content areas at the appropriate level of difficulty.									

Table 2

Diagnostic-Prescriptive Teaching Module (II) (cont'd)

COURSES FOR IMPLEMENTATION	OBJECTIVES	TIME REQUIRED: Instructor	TIME REQUIRED: Additional Student	TIME REQUIRED: Total Student	GROUP SIZE: Large	GROUP SIZE: Small	GROUP SIZE: Individual	LEARNING GOALS: Skills	LEARNING GOALS: Knowledge	LEARNING GOALS: Attitudes
Teaching Skills, all elem & sec methods courses	C. Design and implement* varied instructional strategies appropriate to a particular objective.	2	3	5	x		x	x	x	x
"	1. Select instructional strategies appropriate to learning styles of given case study students.									
"	2. Determine components essential to a potentially effective instructional strategy.									
Evaluation	D. Evaluate and report the outcomes of the diagnostic-prescriptive teaching process.	2	2	3	x	x	x	x	x	x
"	1. Reassess to determine whether or not objectives were achieved.									
"	2. Identify the major concerns with grading and reporting student progress.									
"	3. Identify and compare varied methods of reporting student progress.									
"	4. Modify an existing reporting system to affectively and positively report the progress of a mainstreamed special education student.									
	TOTAL HOURS Module II	9	11	20						

*Includes reading, mathematics, social studies, science

Table 3

Field Based Implementation Module (III)

COURSES FOR IMPLEMENTATION	OBJECTIVES	TIME REQUIRED			GROUP SIZE			LEARNING GOALS		
		Instructor	Additional Student	Total Student	Large	Small	Individual	Skills	Knowledge	Attitudes
Student Teaching	A. Demonstrate proficiency in using the diagnostic-prescriptive teaching process with a mainstreamed student or a student exhibiting learning problems in each of the following areas:	Special education staff person available as consultant.								
"	1. Social/Behavioral		3	3			x	x	x	
"	2. Communication Skills		5	5			x	x	x	
"	3. Mathematics (Elementary)		4	4			x	x	x	
"	4. Preferred Content Area (Secondary)		4	4			x	x	x	
"	B. Demonstrate ability to function effectively as a member of the multidisciplinary and/or educational team responsible for the education of mainstreamed students.		2	2			x	x	x	x
"	C. Demonstrate skill in conferring with the parents of a mainstreamed student.		2	2			x	x	x	x
	TOTAL HOURS MODULE III			16						